Affordable Materials Grants, Round 18:

Continuous Improvement Grants

(Fall 2020 – Fall 2021)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 18 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r18).
* The italic text provided below is meant for clarifications and can be deleted.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just leave the submitter blank.*

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| --- | --- |
| Requested information | Answer |
| Institution | Georgia Highlands College |
| Applicant name | Lisa Jellum |
| Applicant email  | ljellum@highlands.edu |
| Applicant position/title | Division Chair of Health Science |
| Submitter name  |  |
| Submitter email  |  |
| Submitter position/title |  |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

|  |  |  |
| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Lisa Jellum | ljellum@highlands.edu |
| Team member 2 | Althea Moser | amoser@highlands.edu |
| Team member 3 | Jonathan Howard | jhoward@highlands.edu |
| Team member 4 | Jason Hitzeman | jhitzema@highlands.edu |
| Team member 5 | Angelyn Riaz | Ariaz@highlands.edu |

If you have any more team members to add, please enter their names and email addresses in the text box below.

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# Project Information

| Requested information | Answer |
| --- | --- |
| Type of Project | *Revision of open educational resources (OER) used in existing courses*  |
| Requested Amount of Funding*$10,000 maximum total award per grant* | *2,000 per team member x 5 members =**10,000* |
| Course Titles and Course Numbers | Core Concepts of Health and Wellness, PHED 1010 |
| Final Semester of Project | *Fall 2021* |
| Currently Existing Resource(s) to be Revised/Ancillaries Created*Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* | <https://getlibraryhelp.highlands.edu/PHED1010>Core Concepts of Health and Wellness |

# Project Goals

*In at least one paragraph, describe your project’s goals and what materials will be created or revised.*

In the ninth round of the Affordable Learning Georgia Textbook Transformation Grants (ALG #268), Georgia Highlands College created an OER textbook PHED 1010 Core Concepts of Health, to align the student learning outcomes and course objectives. Later in the tenth round (ALG M48), GHC revised this text and produced multiple supporting ancillaries including chapter PowerPoints, checklists, homework/quizzes, and mini-lectures. These ancillaries, which did not exist for the textbook at the time, were produced with the intent of not only providing accessible resources for students but also providing quality instructional materials for faculty.

With 23,869 downloads as of 09/24/20, this textbook and the supporting ancillaries are very popular OERs within the Galileo Open Learning Materials (7th most popular) repository and our secondary hosting site, GHC Core Concepts of Wellness LibGuide. Over the past year however, we have received multiple communications from loyal users from around the country suggesting ideas to not only update the text but also revise areas that are either no longer applicable, accurate, or accessible. In addition, there has been a major evolution in the primary information source which is linked throughout the text that now needs to be significantly updated and/or relinked. Therefore, for this revision of the text (ALG Round 17), we propose the following project goals:

1. Update the text and supporting ancillaries to reflect the ever-changing content covered within the course, confirm accuracy of content, and improve clarity;
2. Edit images within the text and supporting ancillaries to ensure proper citation, and appropriately revise the Alt-Text to ensure accurate depiction of the photos;
3. Reformat the text and supporting ancillaries to improve the aesthetic of the text and to create a more pleasing and learner-friendly set of resources;
4. Produce a series of short closed-caption lecture videos for each chapter in order to build a video library to help facilitate face-to-face, hyflex, and online instruction;
5. Ensure revised text and all supporting ancillaries possess the Creative Commons Attribution License (CC-BY)
6. Ensure revised text and all supporting ancillaries adhere to required accessibility design principles for documents, video, audio, images, and PowerPoints; and
7. Utilize ADDIE principles of instructional design during the revision and/or creation of ancillary materials to allow learners to better navigate resources using a methodical and researched strategy.

The substantial updates we propose to make will ensure this text and its supporting ancillary materials continue to serve as quality OERs for colleges and universities not only within the USG but also regionally and nationally.

# Action Plan

*Describe the tasks needed to complete the project in as much detail as possible. If this application has more than one team member, include the major roles for each person and which tasks this role is assigned. Estimate the amount of time (e.g. number of hours) each task will take. Include plans for open licensing and plans for making your materials accessible. Indicate if you are using other platforms in addition to the repository to host your created materials.*

During the progress of this project, we will utilize the ADDIE Instructional Design Model to guide our activities. As such, our action plan reflects the five phases of this model:

**ANALYSIS**: As part of the analysis phase, we will conduct a needs assessment by administering surveys during the fall 2020 semester to students and faculty that are enrolled in PHED 1010. The student survey will collect usage data about text and ancillaries as well as opinions on the clarity and navigation of the text. The faculty survey will focus on content, formatting and aesthetics as well chapter topics to be added. Grant team members will also conduct a detailed, chapter-by-chapter analysis to combine with data from student and faculty surveys in order to generate a final, comprehensive list of updates and revisions needed to meet instructional goals.

**DESIGN**: Based upon the analysis phase, grant team members will make informed decisions about which revisions to the text can be reasonably and effectively made and what type of revisions are needed in the supporting ancillaries. Content experts will collaborate to determine appropriate instructional strategies and accessibility principles that can be utilized in the revisions of the text and ancillaries in order to clearly link them to the course content and learning objectives for all students. Finally, grant team members will agree upon a consistent formatting style and design aesthetic to ensure a consistent look and feel throughout the text and supporting ancillary materials.

**DEVELOPMENT**: During the spring and summer of 2021, grant team members will revise, update and/or create all elements of the project. Milestones have been established throughout the project to ensure timely progress and completion of assigned work. Each team member will be assigned only three to four chapters of the text (and the associated ancillary materials) to revise and update in order to ensure the scope of work is reasonable and the quality of work is high. As stated in the project goals, the following revisions are expected to occur: update dead links, correct content errors and revise content to reflect recently released health guidelines, update images and correct citations/alt-text, fix accessibility issues, and create a new lecture video corresponding to the revised text.

**IMPLEMENTATION**: GHC instructors teaching PHED 1010 will be provided with the revised text and supporting ancillary materials through the college’s Learning Management System (LMS) to incorporate in their fall 2021 courses. The revised text and supporting ancillaries will also be uploaded to the GHC PHED 1010 LibGuide for public use and appropriate CC-BY will be assigned to each item.

**EVALUATION (summative)**: End-of-course surveys will be conducted to collect student perception about clarity and ease of use, whether the text and ancillaries met their learning needs, usage data. Faculty will also be surveyed to determine if revisions have corrected content errors, improved aesthetics and accessibility for their students, and covered concerns expressed during the fall 2020 surveys. Final grant report will be submitted to USG and the revised textbook, PowerPoints, checklists, mini-lectures, and video lectures will be uploaded to Galileo Open Learning Materials repository.

Five team members have been identified for the completion of this project. The roles and responsibilities of each team member and the estimated time for completion of assigned tasks are outlined below:

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| Team member | Actions | Estimated time on task |
| Lisa Jellum | Generate grant reports and serve as liaison between GHC and USG on grant correspondence; Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos for the following chapters:Cardiovascular Disease and Weight Management  |  80 hours |
| Althea Moser | Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos for the following chapters:Cancer Development, Substance Use and Abuse and STI’s. | 80 hours |
| Jonathan Howard | Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos for the following chapters:Muscular Fitness, Healthy Behaviors, and Stress. | 80 hours |
| Jason Hitzeman | Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos for the following chapters:Nutrition, Body Composition and create fillable PDF’s for Lab material. | 80 hours |
| Angelyn Riaz | Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos for the following chapters:Wellness, Fitness Principles, and Cardiorespiratory Fitness.  | 80 hours |

# Timeline

*Provide a project timeline aligned with the action plan above. Include major milestones and deadlines, keeping in mind your selected Final Semester.*

**Fall (October-December) 2020**

Analysis Phase – conduct student and faculty surveys; conduct chapter-by-chapter analysis; generate a needs assessment for supporting ancillaries; conduct team member meetings for collaborative work and planning (at least two)

**Spring (January-February) 2020**

Design Phase – generate comprehensive list of needed revisions; meet with library faculty and instructional designer; agree upon formatting design and consistent look and feel of revised text and ancillaries; identify topics for lecture videos; conduct additional team member meetings for collaborative work and planning (at least two)

**Spring (March- May) 2020**

Development Phase – individual team members start making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos on their assigned chapters; first half of assigned chapters and associated ancillaries due no later than May 15th; conduct collaborative team member meetings as needed

**Summer (June-July) 2021**

Development Phase (cont.) – team members continue making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos for assigned chapters; second half of assigned chapters and associated ancillaries due no later than July 31st; conduct collaborative team member meetings as needed

**Fall (August – November) 2021**

Implementation Phase – distribute revised materials to all instructors of PHED 1010 via LMS so instructors can pilot text and materials in their fall 2021 courses; upload revised materials to GHC PHED 1010 LibGuide; attach CC-BY to all revised materials; conduct collaborative team member meetings as needed

***December 2021***

Evaluation and Report Phase: seek feedback on revisions from course instructors, survey students to determine if clarity and ease of use scores improved; upload revised text and ancillaries to Galileo Open Learning Materials repository, generate and submit the final grant report to USG

# Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this grant funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$2,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$10,000 maximum total award per grant*

|  |  |  |
| --- | --- | --- |
| * Team member
 | Actions | Budget |
| Lisa Jellum | Grant reports, will revise Cardiovascular Disease and Weight Management and will format text material using instructional design principles that are more learner friendly.  | $2,000 |
| Althea Moser | Will revise Cancer Development, Substance Use and Abuse and STI’s. | $2,000 |
| Jonathan Howard | Will revise Muscular Fitness, Healthy Behaviors, and Stress. | $2,000 |
| Jason Hitzeman | Will revise Nutrition, Body Composition and create fillable PDF’s for Lab material. | $2,000 |
| Angelyn Riaz | Will revise Wellness, Fitness Principles, and Cardiorespiratory Fitness.  | $2,000 |

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| *Dr. Michelle Boyce, Dean of Health Science.*  |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

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| *Krissy Shannahan, Grants Administrator* |